

## Shawna's Sparkle Teacher's Guide

Welcome! Here are some ideas to accompany my book, *Shawna's Sparkle*. The book may be purchased from the link at either of my websites (MelissaMorrisseyBooks.com or melissaunderwoodmorrissey.com) or through amazon.com, barnesandnoble.com, or other online retailers.

The book is printed in Dyslexia font to make it easier for children with dyslexia to read. These are some of my ideas. I encourage you to use your own as well. I also encourage you to appeal to all students by allowing them to dictate answers as necessary into an app such as VoiceNote II, which is a free download on Google. They could also draw pictures or type. I have lines on my worksheets, but I encourage students to use their own paper and use as much space as they need.

I would recommend teaching all the vocabulary words for decoding/sight word knowledge. However, looking them all up is not necessary. Use groups to find meanings of words, draw pictures, act them out, etc. Make learning fun and accessible to all! I purposely put some challenging words in my books because I know children love to collect big words and use them when we give them the chance and the encouragement!

This book is also great for addressing social/emotional standards. I have included some that are applicable from Illinois. I encourage you to consult the work of Kari Dunn Buron for more information on emotional regulation.

Look for the teacher's guide on my next book (which will actually become a series) *Einstein the Science Dog*. Coming soon!

Illinois Learning Standards

*Stage A - Social Emotional Learning (SEL)*

*Goals, Standards and Descriptors*

**Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.**

*1A —*

Identify and manage one's emotions and behavior.

1. Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs.
2. Name the emotions felt by characters in stories.
3. Identify ways to calm yourself.
4. Describe a time you felt the same way a story character felt.
5. Discuss classroom and school rules.
6. Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.

*1B —*

Recognize personal qualities and external supports.

1. Identify things you like to do.
2. Identify the values that help you make good choices.
3. Identify the people who can give you the help you need.
4. Describe things you do well.
5. Identify reliable adults from whom you would seek help in an emergency.
6. Describe situations in which you feel confident.
7. Describe situations in which you feel you need help.
8. Demonstrate a special skill or talent you have.

*1C —*

Demonstrate skills related to achieving personal and academic goals.

1. Recognize the relationship between what you want to accomplish and setting goals.
2. Explain the various aspects of being successful in school.
3. Describe a behavior you would like to change.
4. Give an example of an academic goal you could set for yourself.
5. Give an example of a personal goal you could set for yourself.
6. Divide a goal you have set into manageable steps.

**Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

## 2A

Recognize the feelings and perspectives of others.

1. Recognize that others may interpret the same situation differently from you.
2. Recognize that others may feel differently from you about the same situation.
3. Describe how others are feeling based on their facial expressions and gestures.
4. Explain how interrupting others may make them feel.
5. Explain how sharing with and supporting others may make them feel.
6. Recognize how changing your behaviors can impact how others feel and respond.

## 2B —

Recognize individual and group similarities and differences.

1. Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas).
2. Recognize that all people are similar in the needs they share.
3. Describe rules that help students treat each other fairly.
4. Demonstrate how students help each other (e.g., sharing, not interrupting).
5. Demonstrate honesty and fairness while playing or working with others.

## 2C —

Use communication and social skills to interact effectively with others.

1. Describe appropriate ways to seek group entry.
2. Use "please" and "thank you" appropriately.
3. Pay attention when someone else is speaking.
4. Take turns and share toys and other resources with classmates.
5. Practice sharing encouraging comments with others.

## 2D —

Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

1. Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity).
2. Describe situations in the home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores).
3. Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently.
4. Distinguish between constructive and destructive ways of resolving conflict.
5. Use puppets to act out and resolve conflict situations.

6. Practice self-calming techniques for anger management as a way to de-escalate conflict situations.

**Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**

*3A* —

Consider ethical, safety, and societal factors in making decisions.

1. Explain how taking or destroying another's property makes them feel.
2. Explain why hitting or yelling at somebody is hurtful and unfair.
3. Identify reliable sources of adult help.
4. Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult).
5. Draw pictures of ways to help others.

*3B* —

Apply decision-making skills to deal responsibly with daily academic and social situations.

1. Recognize that one has choices in how to respond to situations.
2. Describe calming strategies.
3. Brainstorm alternative solutions to problems posed in stories and cartoons.
4. Use "I-statements" in expressing feelings.
5. Implement stop, think, and act (plan) strategies in solving problems.
6. Practice group decision making with one's peers in class meetings.

## Project Ideas:

Alone or in groups of 2 or more, create a project (art work, PowerPoint, Video, etc.) with your ideas of how to help others get their sparkle back if they feel they have lost it. Include some ways a classmate could get their sparkle back by themselves.

Make a list of the ways you sparkle. Encourage your family and friends to add to this list.

Compare and contrast this story to another story where the character changes such as Cinderella, A Christmas Carol, or The Wizard of Oz. You may do this in writing, art, video, a computer project, etc.

Use the social/emotional descriptors provided to generate class discussions and further projects.